

Active Solutions for Accelerated Tahfidz Class Management in Al-Qur'an Learning at Muhammadiyah Gumantar Islamic School

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Abstract

Purpose: This study aims to describe the implementation of classroom management in the Tahfidz acceleration program for Al-Qur'an learning at MI Muhammadiyah Gumantar, Klaten.

Methodology: The research focuses on teaching methods, teacher strategies in managing the class, challenges encountered, and active solutions applied. A descriptive qualitative approach was employed, with data collected through interviews, observations, and documentation involving the principal, Tahfidz teachers, and students in the accelerated class. Data validity was ensured through source and technique triangulation.

Results: The results of the study show that the talaqqi, ziyadah, and muroja'ah methods are applied in a structured manner through classroom management strategies that emphasize small group division, motivation reinforcement, and effective time management. Challenges arise in relation to variations in student concentration and suboptimal learning support at home. This study offers an original contribution in the form of an adaptive classroom management model that can be applied to accelerated tahfidz programs in Islamic schools.

Applications/Originality/Value: These findings have practical value for the development of Islamic education practices, particularly in improving the effectiveness of tahfidz learning through classroom management that is responsive to student needs.

Introduction Section

Human potential development is not only viewed from the intellectual aspect but also from the religious dimension, which helps individuals exercise self-control, develop good character, and enhance their overall abilities (Abd et al., 2022). It can be said that, education is a series of efforts aimed at shaping humans to become more advanced and of higher quality, strengthening national unity, and gaining recognition from other nations. In implementing education within formal institutions such as schools, a good, organized, and efficient environment is essential to allow students to express and develop their potential. Therefore, quality education must create a supportive learning environment.

In general, education aims to help individuals achieve a meaningful life and bring happiness both to themselves and to their communities (Febrina et al., 2024). Education plays an important role in shaping an individual's personality and abilities. Education is a conscious effort to help students develop their potential optimally (Government Regulation No. 57, 2021). Therefore, education is not merely a mechanism for delivering knowledge but also serves as a platform for developing values, ethics, potential, and social skills.

Management in the learning process encompasses all efforts made to organize classroom learning activities. The teacher, as the classroom manager, has responsibilities that include planning, implementation, and evaluation of learning outcomes (Fatmawati, 2019). Management in education is essential to address global changes accompanied by advancements in science and technology. To achieve quality and efficient education, it is necessary to design and implement educational programs that can continuously equip students with the necessary knowledge and skills.

Etymologically, the term Al-Qur'an means "reading" or "recitation." This meaning is derived from the word qira'ah or qur'an, which is the mashdar (verbal noun) form of qara'a (to read). According to Ali Ash-Shobuni, the Al-Qur'an is the miraculous word of Allah revealed to the Prophet Muhammad (peace be upon him). The Al-Qur'an is the most distinguished of all divine scriptures; it is the exalted revelation of Allah and a noble recitation whose truth may be tested by anyone, even amidst the ever-advancing developments of modern science (Ramadhani & Werdiningsih, 2022).

Memorizing the Al-Qur'an is a process of repetition, whether through reading or listening. Any task that is done frequently will eventually become familiar and easier to recall. In this way, memorizing the Al-Qur'an involves internalizing its letters, verses, and chapters into the mind through continuous reading or listening so that one remembers and becomes accustomed to the recitation, as explained by Abdul Aziz Abdul Rauf in (Maskur, 2018). Tahfidz refers to

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the process of memorizing something until it can be recalled and recited without looking, using specific techniques. A person who memorizes the Qur'an is known by several terms such as hafidz, huffadz, hamil, or hamalah al-Qur'an, according to (Nafala, 2023).

Acceleration can also be interpreted as a form of learning speed-up, which is part of the mastery learning system. This indicates that students possess exceptional thinking abilities and are able to achieve the required competencies much faster while obtaining good results, as stated by (Nafala, 2023). This strongly supports the present study. The Tahfidz acceleration program was designed to produce a generation that understands and practices the Al-Qur'an and classical Islamic texts (kitab kuning) effectively. The goal of this acceleration program is to enable students to optimize their Al-Qur'an memorization, encompassing their abilities, knowledge, and attitudes (Himmah, 2025).

MI Muhammadiyah Gumantar, as an Islamic primary education institution, has developed an accelerated tahfidz program as an innovation in Al-Qur'an education. However, its implementation still faces various challenges, such as differences in students' abilities, limited study time, and variations in teaching methods. Considering these factors, active solutions in managing the accelerated tahfidz class are needed to address the existing needs and challenges in the field so that Al-Qur'an learning becomes more effective, efficient, and aligned with the students' memorization targets. This study aims to identify how active solutions in the management of the accelerated tahfidz class at MI Muhammadiyah Gumantar are applied, what strategies are implemented by teachers, and how challenges and solutions are addressed in the Al-Qur'an learning process.

Method

Type and Design

This study employs a qualitative approach, a research method that focuses on gaining an in-depth understanding of a phenomenon. As stated by (Sugiyono, 2013), the main characteristics of this approach consist of three aspects: first, an emphasis on the strength of narrative; second, the use of language; and third, the meaning embedded within the data. Therefore, in data analysis, the role of words and sentences used becomes highly significant. This study does not merely collect information but also interprets the meaning contained within it. The researcher also pays attention to several aspects, such as the interaction between teachers and students, communication styles, classroom atmosphere, and school policies that either facilitate or hinder classroom management implementation.

Data and Data Sources

The data in this study were obtained from the principal (1 person), the tahfidz teacher (1 person), and 1 accelerated class student as the main sources selected through purposive sampling due to their direct involvement in the tahfidz acceleration program. Data collection took place over two weeks at MI Muhammadiyah Gumantar, Klaten, with a total of 4 observations following the tahfidz learning schedule. This duration allowed the researcher to obtain a consistent and in-depth picture of classroom dynamics, teacher-student interactions, and classroom management practices applied during the learning process.

Data Collection Technique

The data collection techniques in this study employed a qualitative method. In qualitative research, data are typically gathered through several means such as interviews, observations, documentation, and focus group discussions (FGD) (Ischack et al., 2019). Observation included examining the tahfidz learning process, how teachers managed the accelerated class, and the patterns of interaction between teachers and students during the learning process. Interviews were conducted with the school principal, tahfidz teachers, and students enrolled in the accelerated class. In addition, documentation was used to complement the results of interviews and observations. This technique helped the researcher obtain concrete evidence and strengthen field findings, while also providing validity to the previously collected data.

Data Validation

Data validation in this study was carried out using two methods: source triangulation and technique triangulation. Source triangulation was conducted by comparing the interview results from various parties directly involved in the learning process, such as the principal, tahfidz teachers, and students in the accelerated class. Each piece of information obtained from these three sources was analyzed and compared to identify similarities or differences in their perspectives. Technique triangulation was conducted by combining the results of observations, interviews, and documents such as school records and photos of learning activities. Through this process, the collected data became more accurate and comprehensive.

Results and Discussion

Results

This research was conducted at MI Muhammadiyah Gumantar, focusing on fourth-grade students as the research subjects. MI Muhammadiyah Gumantar is a private Islamic elementary school located in Kwarasan Village, Juwiring District, Klaten Regency, Central Java Province. The presentation of research findings is based on data collected through

interviews, observations, and documentation, which were then analyzed according to the research focus. Accordingly, the following description of the results is presented to answer the main research question regarding the implementation of the Tahfidz acceleration class for fourth-grade students at MI Muhammadiyah Gumantar.

The establishment of the Tahfidz acceleration class at MI Muhammadiyah Gumantar began when the school's special programs were still unclear. Therefore, the principal, Mr. Agus, took the initiative to clarify and strengthen the program by establishing the Tahfidz acceleration class to improve the quality of Al-Qur'an learning and provide a special platform for students with exceptional memorization abilities. This program was designed as an innovation in Islamic education so that students excel not only academically but also in Al-Qur'an memorization (tahfidzul Qur'an).

Initially, the school observed several students who demonstrated strong interest and outstanding ability in memorizing the Al-Qur'an. Based on these observations, the school, together with teachers and the head of the madrasah, designed the Tahfidz acceleration class as a special class with a more intensive and structured curriculum. The goal was for students to complete their memorization targets more quickly than those in regular classes, without neglecting general academic subjects.

The program was established with support from parents, the school committee, and the local Muhammadiyah organization. In addition, Tahfidz teachers received special training in memorization methods and Al-Qur'an character development. Since then, MI Muhammadiyah Gumantar has become known as one of the pioneering madrasahs in the Juwiring, Klaten area that developed the Tahfidz acceleration class model to nurture a generation of students with noble character and a deep love for the Al-Qur'an.

Tahfidz Acceleration Learning Method

The research findings indicate that the learning methods used in the Tahfidz acceleration class at MI Muhammadiyah Gumantar are adapted to the characteristics and abilities of each student. Based on interviews with the Tahfidz teacher, the learning process begins with the talaqqi method, in which the teacher first recites the verses to be memorized so that students can correctly recognize the length of sounds (mad) and articulation points (makhraj al-huruf). After the teacher demonstrates the recitation, students then repeat it independently until they can recite it fluently. This approach encourages active student participation in the learning process and fosters independence in memorization.

The teacher chose this method because most of the acceleration class students already possess a good ability to read the Al-Qur'an from lower grades. Therefore, students are given greater trust to memorize independently while still receiving direct guidance whenever pronunciation errors are found as shown in Figure 1. The teacher emphasized that each student has different memorization abilities; thus, the methods applied are flexible and adaptive to individual conditions.



Figure 1. Individual Al-Qur'an Reading Implementation.

From the students' interviews, it was re-revealed that the most frequently used methods in Tahfidz activities are ziyadah (adding new memorization), muroja'ah (reviewing previous memorization), and tilawah (reciting the Al-Qur'an fluently and correctly). Students reported that these methods are easy to follow because the teacher always provides clear examples and patient guidance. The learning process takes place in a calm and orderly classroom atmosphere, allowing students to feel comfortable and unpressured in adding new memorization as shown in Figure 2.



Figure 2. Group Al-Quran Reading Implementation.

Teacher Strategies in Classroom Management

Based on the results of interviews and observations, the teachers employed several well-planned strategies to ensure that the Tahfidz acceleration class runs effectively and creates a conducive learning environment.

1) Students were divided into two small groups according to their memorization levels. This grouping allowed teachers to provide more focused attention and prevent disparities in memorization progress among students. Each group was supervised by a different instructor, Ustazah Julfi and Ustazah Alsa ensuring that every student received sufficient guidance throughout the Tahfidz learning process. 2) Teachers implemented motivational strategies to foster enthusiasm and strengthen students' learning spirit. 3) Students were reminded that they belong to an acceleration class with a specific target to complete the memorization of three juz within six years. This clear goal motivated students to be more disciplined, independent, and respectful of their study time. 4) Teachers emphasized the importance of maintaining previously memorized verses and consistently revising them to prevent forgetfulness.

The results of interviews with students reinforced that the learning atmosphere in the accelerated class felt calm and enjoyable. Students stated that they found it easier to concentrate because the classroom was comfortable and the teacher always provided assistance whenever they faced difficulties in memorization. This positive atmosphere also contributed to an increase in students' motivation to memorize the Al-Qur'an.

A conducive learning environment was also a main focus in classroom management strategies. According to the school principal, the accelerated class was provided with a special room that was more comfortable than the regular classes. In addition, each accelerated class was guided by two ustazah (female religious teachers) recruited from nearby Islamic boarding schools, allowing the learning process to be more focused and intensive. The school also provided additional incentives for tahfidz teachers as a form of support and appreciation for their greater responsibilities compared to regular classroom teachers.

Challenges in Program Implementation

In implementing the management of the accelerated tahfidz class, teachers faced several challenges that affected the effectiveness of the learning process. Based on interviews with teachers, the main obstacle lay in the lack of parental support at home. Many students only practiced memorization at school without doing muroja'ah (review) at home, causing their memorization to fade easily and not last long. This became a particular challenge for teachers during memorization evaluations after long holidays, as some students experienced a decline in their memorization ability or forgot parts of what they had learned.

In addition, teachers mentioned that students' mood and focus greatly influenced their success in memorizing. When students were in a good mood, they were able to memorize quickly and enthusiastically. However, when their emotional state was unstable, memorization became difficult, and sometimes they could not even memorize a single verse properly. These challenges indicate that children's psychological aspects also need to receive attention in the tahfidz learning process.

The school principal also revealed that the low level of parental involvement was the main obstacle affecting the progress of students' memorization. Most parents fully entrusted the responsibility of memorization to the school, whereas support and supervision from home are essential to help students maintain their memorization. From the students' perspective, the most common challenges they experienced were difficulties during ziyadah (reciting new memorized verses) and distractions from classmates who were joking around in class. Some students also admitted having trouble remembering long verses if they were not repeated continuously.

Active Solutions Implemented

To overcome these challenges, the school and tahfidz teachers implemented various active and sustainable solutions. Based on interviews with the principal, the school regularly holds meetings with parents every three months. These meetings aim to evaluate students' memorization progress and discuss any issues that arise during the learning process. Through this forum, the school and parents can collaborate to find the best solutions for each student.

Teachers also implemented a personal approach toward students and parents through a communication book containing notes on the students' memorization progress as shown in Figure 3. Every month, teachers provided a memorization report that was sent to parents so they could monitor their children's progress at home. If a student was found to be experiencing difficulties, the teacher would coordinate directly with the parents to arrange additional memorization assistance at home.



Figure 3. Parent Communication Book Tahfidz

In addition to maintaining communication with parents, teachers also implemented classroom strategies to keep students motivated. When students began to lose focus, teachers engaged them in light activities such as stretching or

educational games based on the Al-Qur'an, such as sambung ayat (verse continuation). This method proved effective in helping students regain concentration and creating an enjoyable learning atmosphere.

For students who fell behind or experienced difficulties, teachers provided special attention through repeated talaqqi sessions and individual guidance. Teachers also offered gentle motivation and advice to ensure students did not feel pressured. This approach reflects empathy and flexibility in classroom management, allowing each student to develop according to their individual abilities.

Discussion

Tahfidz Acceleration Learning Method

In the fourth-grade accelerated tahfidz class at MI Muhammadiyah Gumantar, the ustazah did not use a specific or unique method but applied the talaqqi, ziyadah, and muroja'ah methods. (Aisyah et al., 2022) investigated, talaqqi is a method of memorizing the Al-Qur'an conducted directly between teacher and student, either individually or in groups. In addition to the talaqqi method, the ustazah also implemented the ziyadah method. Based on (Sari, 2021), the ziyadah method involves reciting the memorized portion from beginning to end twenty times to strengthen memory retention.

In interviews with students, it was mentioned that the ustazah gave them the opportunity to repeat their memorization ten times. The muroja'ah method refers to the process of reviewing memorized verses to ensure they remain firmly retained in memory, as explained by (Agus, 2024). Thus, the muroja'ah method is used to help students who struggle to recall verses due to limited time for memorization practice. According to (Hermawan et al., 2024), the Al-Qur'an learning method applied is an interactive approach between teacher and student, in which the student listens, imitates, and recites directly to the teacher to receive corrections on letter pronunciation (makhraj) and the proper application of tajwid rules.

Teacher Strategies in Classroom Management

Teacher strategies are planned and structured steps designed by educators to ensure that learning runs effectively, efficiently, and enjoyably. In the context of Islamic education, teacher strategies not only focus on achieving knowledge but also on shaping students' spiritual character, as stated by (Sundari, 2025). In the same journal, teacher strategy is defined as "a series of systematically arranged actions based on the analysis of students' needs, the nature of the subject matter, and the learning environment conditions to optimize learning outcomes."

In the tahfidz Al-Qur'an program, teachers manage the classroom using several strategies to maintain a calm and comfortable atmosphere. Memorization activities are conducted alternately to avoid excessive noise. Teachers also provide motivation, arrange seating positions, and schedule memorization sessions (setoran) to ensure the memorization process runs in an orderly and smooth manner. These findings are consistent with (Dinda et al., 2025), who stated that effective tahfidz classroom management can be achieved through small group division, spiritual motivation, and individualized guidance.

Research by (Hidayanti et al., 2025) also found that effective tahfidz management depends on the teacher's ability to combine memorization methods with classroom management grounded in discipline, a comfortable atmosphere, and positive emotional relationships between teachers and students. Thus, the strategies implemented by tahfidz teachers at MI Muhammadiyah Gumantar demonstrate the application of the organizing and actuating functions in effective educational management, as explained by (Oci, 2019), which include task delegation, direction, and the creation of a conducive learning environment to achieve educational goals.

Challenges in Program Implementation

Although the learning strategies were well-organized, the interview results revealed several challenges still faced by teachers and students. The main obstacle stemmed from the lack of parental support in muroja'ah (review) activities at home. Many students only memorized at school without continuing their review at home, causing their memorization to fade quickly, especially after long holidays. In addition, fluctuations in students' moods and focus levels also became inhibiting factors. Some students found it difficult to memorize when they felt bored, tired, or distracted by their peers in class.

Challenges refer to any form of obstacles, difficulties, or factors that hinder the achievement of learning objectives. According to (Layla et al., 2023), challenges in tahfidz learning can arise from two main factors: internal factors such as lack of motivation, fatigue, and changes in students' moods; and external factors such as insufficient parental support, an unsupportive environment, and limited study time. (Sulastri et al., 2024) stated that the greatest challenge in tahfidz programs at the elementary school level lies in the lack of communication between teachers and parents in maintaining students' consistency in muroja'ah (reviewing memorization) at home. Another influencing factor is the heavy academic workload, which limits students' time for memorization. Challenges in tahfidz programs are not only technical but also psychological and social. (Hidayanti et al., 2025) mentioned that feelings of boredom, learning stress, and peer disturbances often cause students to lose focus while memorizing. Therefore, tahfidz teachers must understand students' emotions and create an enjoyable classroom atmosphere to minimize these challenges.

Active Solutions Implemented

A solution is an action or measure taken to overcome obstacles in the learning process so that educational goals can still be achieved. In the context of Islamic education management, solutions are not only technical but also spiritual, social, and emotional, as stated by (Yeni & Sudarsono, 2022). To address these various challenges, teachers and the school implemented a series of active solutions involving all stakeholders. Based on the interview results, the school holds regular meetings with parents every three months to discuss students' memorization progress and provide guidance on how to support memorization at home. Teachers also prepare monthly memorization reports that are sent to parents through a communication book, allowing them to monitor their child's progress.

(Ismael et al., 2023) explained that effective solutions in tahfidz learning can be achieved through active management strategies, such as forming small groups, holding regular meetings between teachers and parents, and giving rewards to outstanding students and teachers. Research by (Apriati, 2020) found that the system of reporting memorization progress on a monthly basis serves as an effective monitoring tool for parents. Through written reports and regular coordination, parents can track their child's memorization achievements while also providing emotional support at home. Apriati emphasized that collaboration among teachers, schools, and families is a crucial element in Islamic education management that is oriented toward Al-Qur'an character formation. In addition, (Yeni & Sudarsono, 2022) also highlighted the importance of school support, such as giving recognition to tahfidz teachers and strengthening coordination among homeroom teachers, principals, and tahfidz instructors.

Conclusion

Based on the research findings regarding the implementation of the Tahfidz Al-Qur'an acceleration class at MI Muhammadiyah Gumantar, it can be concluded that the tahfidz learning process is carried out using a 1) combination of the talaqqi, ziyadah, muroja'ah, and tilawah methods, which are adapted to the students' abilities and characteristics. These methods have proven effective in improving memorization and fostering students' learning independence. 2) The teacher's classroom management strategies include forming small groups, providing motivation, and creating a conducive learning environment, supported by the school through a dedicated study room and the involvement of two ustadzah from an Islamic boarding school. 3) The main challenges encountered include a lack of parental support at home, students' emotional fluctuations, and peer distractions that affect the consistency of memorization. 4) To overcome these issues, teachers and the school have implemented active solutions such as regular meetings with parents, the use of communication books to monitor memorization progress, individualized guidance, and the application of engaging learning activities. Overall, the success of the Tahfidz acceleration program at MI Muhammadiyah Gumantar is not only determined by the learning methods used but also by adaptive classroom management, supportive school environments, and effective collaboration among teachers, students, and parents in building a sustainable Qur'anic learning culture. Theoretically, this study enriches the literature on classroom management in Islamic education by emphasizing the importance of a flexible and responsive approach, while practically providing direction for Islamic elementary schools to strengthen collaboration with parents and improve teacher competence. The limitations of the study, namely the limited number of participants and single location, open up opportunities for further research with a broader scope, longer duration, and exploration of technology integration in supporting tahfidz classroom management.

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